**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson: Lesson 2-4, Draw a Picture and Write an Equation** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Depending on the class, you may need to review how to estimate from the previous lessons in Topic 2. Also, students may need review about variables.  If students haven’t used Teaching Tool 1 before, you will need to explicitly teach each part. | Sum, difference, and equation, variable. |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral Review = Students do Questions 1-5, which are generally about estimating sums and differences, and multiplying 2-digit numbers.  Problem of the Day = This also covers estimation. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Review of vocabulary - Have students write the definitions for the words above in their math journals. Next they share their definitions with a buddy. Finally, have a few students share their definition on the document camera. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * First, Students work in pairs using Unifix cubes to model the interactive learning story problem on p. 34B. * Pick a couple students to show theirs on the document camera. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Hand out Teaching Tool 1, Problem-Solving Recording Sheet, to each pair of students. * Have students start from the top and fill in all of the parts of the recording sheet. * Review the sections for Problem, Find, Know and Strategies as a class. * Walk around to see student drawing. Then choose students to come show their drawing on the document camera. * If no students use the bar model in the book, show it to students as another example.   Do the Guided Practice question #1 together as a class. Have Students answer 2 & 3 in their math journals. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Struggling Students = Questions 4-6  Average Students = Questions 4-10  High Students = Questions 4-12 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |